

TITLE: Initial Reading Literacy and Key Competences

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ABSTRACT:

The doctoral thesis presents problematic issues connected to initial reading literacy of learners at early primary education along with theoretical basis of key competences problems.

The work conception is divided into two parts, theoretical and empirical. The main objective of the work is to analyse the current state of initial reading instruction in terms of the development of initial reading literacy linked to the problems of competences, from selected points of view (pedagogical, methodological).

The aim of the theoretical part is to present theoretical basis of the theme, and as regards contents, to specify and organize pedagogical terminology used in the concept of initial reading literacy and competences.

The aim of the empirical part is to discover the level of initial reading literacy of learners in the first and second years of primary school and describe the state of selected factors (school and home contexts). The research of the presented field is of qualitative-quantitative character, description of the studied field where initial reading literacy is seen as a complex multi-component process with a few overlapping layers. The research sample was selective, the criterion of which was the teaching method of teachers. A blend of qualitative and quantitative methods was used in research.

KEY WORDS:

functional literacy, reading literacy, initial reading literacy, functional illiteracy, methodology of reading, key competences, reading competences, PIRLS, curriculum;